

## GOAL AREA: PROFESSIONAL DEVELOPMENT

### STRATEGY NAME: COMMUNITY-BASED EARLY CHILDHOOD EDUCATION (ECE) TRAINING

<b>GOAL:</b> <ul style="list-style-type: none"> <li>• First Things First will build a skilled and well prepared early childhood development workforce</li> <li>• First Things First will increase retention of the early care and education workforce</li> <li>• FTF will enhance specialized skills of the early childhood development and health workforce to promote the healthy social-emotional development of young children</li> </ul>			
STRATEGY SUMMARY	EVIDENCE / RESEARCH	CONSIDERATIONS FOR IMPLEMENTATION AND COST	COST
<p>The Community-Based ECE Training strategy provides a variety of options for engaging the early care and education workforce in high quality professional development, including:</p> <ul style="list-style-type: none"> <li>• college coursework</li> <li>• single day and multiple day seminars, workshops or trainings</li> </ul> <p>The intent of the professional development is to enhance:</p> <ul style="list-style-type: none"> <li>• classroom skills</li> <li>• knowledge in the early care and education field</li> <li>• leadership and administration skills</li> </ul> <p>Participants may be new employees to the early care and education field requiring basic knowledge and skill</p>	<p>Research demonstrates that the most effective types of professional development approaches include content-based as well as hands-on sessions, and one-on-one mentoring or coaching.</p> <p>An Ohio Department of Education (January 2006) report entitled <i>Critical Issues in Early Educator Professional and Workforce Development</i> supports the correlation between teachers/administrators education and training, and program quality.</p> <p>Additionally, research over time has found that formal</p>	<p>There is currently no formalized process for awarding college credit for community-based early care and education training/professional development. This will be an area that will require relationship building at the community college level and could require extensive time to develop. The expectation is that the process would begin during year one of funding and then progress towards award of credit.</p> <p>Trainers/facilitators must meet the qualifications established by the institutions of higher education from which credit will be sought. Credit awarded</p>	<p>Costs will be localized and dependent upon qualifications of trainers, type of training, materials, travel, etc.</p> <p>Examples of the per person costs, depending on the model and approach:</p> <ul style="list-style-type: none"> <li>• \$373 for a model that brings various members in the early care and education community and business leaders together for a comprehensive series of workshops, classes and guest speakers</li> <li>• \$440 for a model that includes components such as workshops, training tier levels, mentoring, conferences, guest speakers as well as incentive and reward programs for participating individuals who are eligible to</li> </ul>

<p>development through pre-service training or those already in the field looking to improve and expand upon their knowledge through in-service training.</p> <p>To demonstrate that professional practice has been improved as a result of professional development, early care and education community-based models should document participant outcomes through:</p> <ul style="list-style-type: none"> <li>• a pre and post assessment,</li> <li>• documentation of achievement of milestones, or</li> <li>• a follow-up site visit by a mentor or coach</li> </ul> <p>It is expected that Grantees will work with institutions of higher education, that provide services to the regional area, to begin a process during year one funding that will lead to the eventual award of college credits for the community-based training.</p>	<p>professional development is related to increased quality care; however, experience without formal training has not been found to be related to quality care....and the value of applying theory to practice is critical to a successful community-based professional development strategy.</p> <p>Galinsky, E.C., Howes, S., &amp; Shinn, M. <i>The study of children in family care and relative care</i>. 1994, New York: Families and Work Institute; Kagan, S.L., &amp; Newton, J.W. Public policy report: For-profit and non-profit child care: Similarities and differences. <i>Young Children</i>, 1989, 45, 4-10; Whitebook, M., Howes, C., &amp; Phillips, D. <i>Who cares? Child care teachers and the quality of care in America</i> 1989, Oakland, CA: Child Care Employee</p>	<p>should articulate to certificate of completion or the degree requirements.</p> <p>Note that the Standard of Practice for Professional Development Community-based early care and education strategies, contain specific criteria dependent upon the focus of the particular training opportunity offered (i.e. training for early care and education professionals, for mentoring/coaching, and for conference scholarships).</p>	<p>earn college credits for coursework completed</p> <ul style="list-style-type: none"> <li>• \$779 for a model that uses high tech support such as teleconferences and webinars coupled with individual workshops and local area conferences.</li> </ul>
---	---	--	---